



FORD ELEMENTARY

601 Lucas Avenue
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	503 Students	
Principal	Dianne Simmons	864-984-3986
Superintendent	Dr. Billy R. Strickland	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Below Average
2006	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

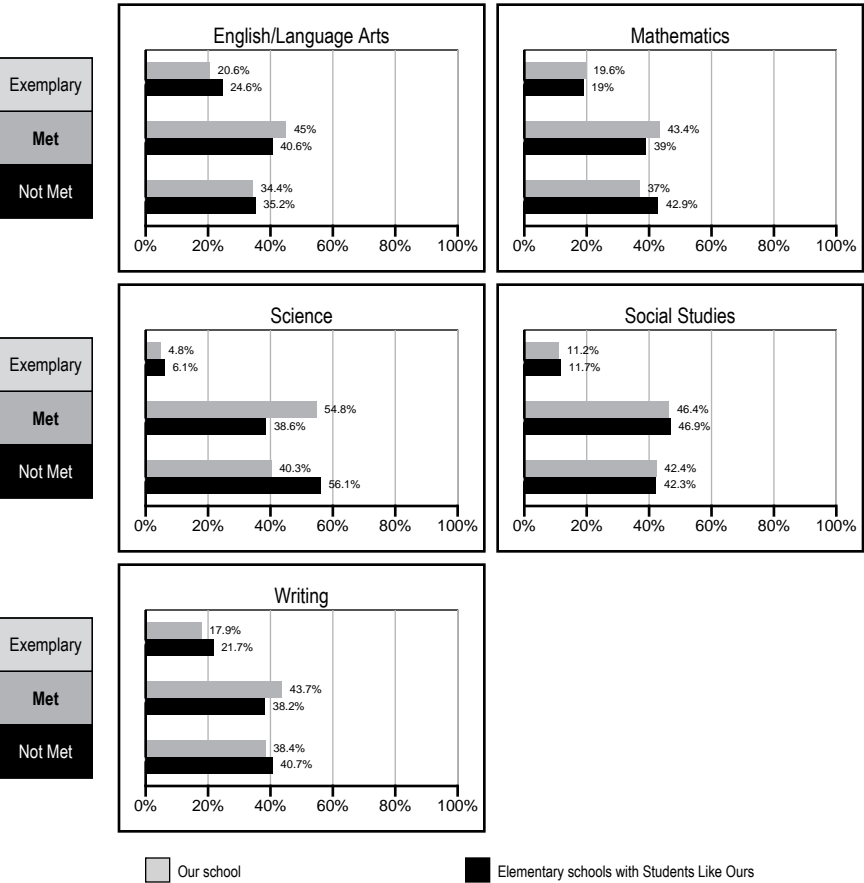
96.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	72	55	23

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=503)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.4%	Down from 7.6%	1.5%	1.2%
Attendance rate	95.3%	Down from 95.8%	95.9%	96.1%
Eligible for gifted and talented	1.4%	Down from 2.2%	4.3%	11.7%
With disabilities other than speech	8.4%	Up from 7.9%	8.2%	8.0%
Older than usual for grade	5.2%	Down from 6.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	54.8%	Down from 57.6%	60.0%	60.5%
Continuing contract teachers	77.4%	Down from 84.8%	78.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.6%	Down from 87.2%	83.2%	87.0%
Teacher attendance rate	94.8%	Down from 95.7%	95.4%	95.4%
Average teacher salary*	\$45,423	Down 1.6%	\$45,504	\$47,288
Professional development days/teacher	10.4 days	Up from 8.6 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 18.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	89.4%	Down from 91.2%	90.5%	90.8%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	89.9%	Up from 69.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,548	Up 11.1%	\$8,757	\$7,548
Percent of expenditures for instruction**	66.7%	Up from 65.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	63.9%	Up from 62.0%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Ford Elementary School community is "Proud, Productive, Respectful, and Responsible." These attributes are taught daily through instructional activities in and out of the classroom. Academic success is a vital part of our school. Our teachers strive to meet individual student needs while teaching the state standards. We believe that every child can learn; however, this may include differentiating the instructional strategies and techniques. We also believe that reading is the key to overall academic success. We are conducting a summer program that will focus on the enhancement of reading skills and strategies. This program is part of a volunteer partnership with Wal-Mart Distribution and some local churches. The local community is one of "rich" history. Ford Elementary is proud to be a focal point of that history. Ford is a Title I school with a large portion of our population being ESOL. We proudly celebrate our cultural differences as we come together as one school community. We are proud to be Ford Eagles.

Dianne Simmons, Principal
April Navarro, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	70	34
Percent satisfied with learning environment	100.0%	92.8%	93.5%
Percent satisfied with social and physical environment	100.0%	95.7%	100.0%
Percent satisfied with school-home relations	76.5%	88.6%	87.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.9%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	206	99.5	33	44.3	22.7	81.4	83.5	83.5	Yes	Yes
Gender										
Male	106	100	31.3	46.5	22.2	77.8	80.1	80.1	N/A	N/A
Female	100	99	34.7	42.1	23.2	85.3	87.2	87	N/A	N/A
Racial/Ethnic Group										
White	91	100	18.6	51.2	30.2	89.5	88.5	89.6	Yes	Yes
African American	48	100	34.1	50	15.9	81.8	74.8	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.7	I/S	I/S
Hispanic	63	98.4	53.3	30	16.7	68.3	77.4	79.6	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	85.1	I/S	I/S
Disability Status										
Disabled	38	100	58.3	25	16.7	50	62.7	51.7	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	64	98.4	54.1	29.5	16.4	68.9	77	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	191	99.5	35.6	43.3	21.1	80	80.3	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	206	100	35.9	43.1	21	75.9	80.2	80.4	Yes	Yes
Gender										
Male	106	100	31.3	45.5	23.2	78.8	78.4	78.4	N/A	N/A
Female	100	100	40.6	40.6	18.8	72.9	82.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	91	100	25.6	48.8	25.6	84.9	85.8	87.8	Yes	Yes
African American	48	100	43.2	43.2	13.6	70.5	71.1	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93.5	I/S	I/S
Hispanic	63	100	42.6	37.7	19.7	67.2	70.8	78.3	Yes	Yes
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	83.2	I/S	I/S
Disability Status										
Disabled	38	100	63.9	19.4	16.7	44.4	52.2	46.1	I/S	I/S
Migrant Status										
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	64	100	43.5	35.5	21	67.7	71.1	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	191	100	38.1	40.3	21.5	74	76.1	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	134	99.3	39.4	53.5	7.1	60.6	63.9	67.3
Gender								
Male	69	98.6	37.9	53	9.1	62.1	63.4	66.9
Female	65	100	41	54.1	4.9	59	64.5	67.7
Racial/Ethnic Group								
White	55	100	18.5	70.4	11.1	81.5	74.8	79.6
African American	34	97.1	55.2	37.9	6.9	44.8	43.5	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.4
Hispanic	42	100	58.5	39	2.4	41.5	50.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5
Disability Status								
Disabled	18	94.4	52.9	23.5	23.5	47.1	43.1	33.8
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	36.5
English Proficiency								
Limited English Proficient	44	100	58.1	39.5	2.3	41.9	51.9	58.6
Socio-Economic Status								
Subsidized meals	122	99.2	41.4	52.6	6	58.6	57.1	55.4

Social Studies

All Students	136	98.5	40.9	46.5	12.6	59.1	65.8	70.9
Gender								
Male	71	98.6	37.5	45.3	17.2	62.5	65.7	70.1
Female	65	98.5	44.4	47.6	7.9	55.6	66	71.7
Racial/Ethnic Group								
White	63	98.4	34.5	46.6	19	65.5	72.7	79.2
African American	30	100	50	46.4	3.6	50	53.5	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8
Hispanic	40	97.5	44.7	44.7	10.5	55.3	56.9	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	71.2
Disability Status								
Disabled	28	96.4	60	32	8	40	42.9	39.3
Migrant Status								
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	55
English Proficiency								
Limited English Proficient	41	97.6	46.2	43.6	10.3	53.8	58.1	68
Socio-Economic Status								
Subsidized meals	128	98.4	43.7	45.4	10.9	56.3	60.8	60.8

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	205	96.1	37.8	44.1	18.1	62.2	71.7	72.1	95.3	95.5
Gender										
Male	105	93.3	47.3	37.6	15.1	52.7	64.7	65.2	95.4	95.3
Female	100	99	28.4	50.5	21.1	71.6	79.3	79.2	95.1	95.6
Racial/Ethnic Group										
White	92	94.6	25.6	47.6	26.8	74.4	78.2	80.8	93.6	95.2
African American	48	95.8	50	38.1	11.9	50	60.8	59.7	95.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	97.2	94.7
Hispanic	61	98.4	45	45	10	55	61.4	64.6	97.4	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.4	87.8	87.8
Disability Status										
Disabled	35	82.9	N/AV	N/AV	N/AV	21.4	35.8	27.7	94.5	94.8
Migrant Status										
Migrant	2	I/S	N/A	N/A	N/A	N/A	N/A	63.5	91.7	91.5
English Proficiency										
Limited English Proficient	62	98.4	44.3	45.9	9.8	55.7	61	63.7	97.6	97.3
Socio-Economic Status										
Subsidized meals	190	96.8	39.2	43.2	17.6	60.8	66.2	61.9	95.3	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	79	100	36.5	35.1	28.4	63.5
	4	78	100	38.9	38.9	22.2	61.1
	5	71	100	20.3	59.4	20.3	79.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	100	37.3	35.6	27.1	62.7
	4	66	100	34.4	45.3	20.3	65.6
	5	77	98.7	28.2	50.7	21.1	71.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	79	100	40.5	39.2	20.3	59.5
	4	78	100	27.8	48.6	23.6	72.2
	5	71	100	35.9	40.6	23.4	64.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	63	100	47.5	32.2	20.3	52.5
	4	66	100	32.8	45.3	21.9	67.2
	5	77	100	29.2	50	20.8	70.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	41	100	47.4	44.7	7.9	52.6
	4	78	100	38.9	50	11.1	61.1
	5	35	100	43.8	53.1	3.1	56.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	31	100	62.1	31	6.9	37.9
	4	64	100	37.1	53.2	9.7	62.9
	5	39	97.4	25	72.2	2.8	75
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	38	100	36.1	55.6	8.3	63.9
	4	78	100	26.4	55.6	18.1	73.6
	5	36	100	37.5	50	12.5	62.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	33	100	51.6	29	19.4	48.4
	4	65	98.5	33.9	54.8	11.3	66.1
	5	38	97.4	44.1	47.1	8.8	55.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	80	98.8	41.3	33.3	25.3	58.7
	4	78	98.7	41.7	34.7	23.6	58.3
	5	65	100	29.7	46.9	23.4	70.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	62	98.4	44.8	37.9	17.2	55.2
	4	67	94	41.7	43.3	15	58.3
	5	76	96.1	28.6	50	21.4	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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